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ABSTRACT BOOK

**RESEARCHING HISTORIES OF EDUCATIONAL SPACES,
DISCOURSES AND SOURCES**

**HISTORIES OF EDUCATION SUMMER SCHOOL 2015
LUXEMBOURG, 18-20 JUNE**

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SKILLS LANGUAGE VS EMPLOYABILITY DISCOURSE AN EXPLORATION OF THE RELATION BETWEEN THE DISCOURSE OF THE IDEA OF PURPOSE OF A DEGREE AND EMPLOYABILITY SKILLS LANGUAGE

This higher education research-based study is investigating the consequences of massification, particularly within a framework of marketisation and the growing agenda of the employability graduates. The purpose of this policy analysis study is to investigate how the idea of degree has changed over the recent period of massification since the mid-1970s as shown in student-oriented marketing materials from the UK and Australia.

This is to understand better whether marketing materials which are available to all prospective students have been informed by the popularisation of the discourse of employability skills within universities and to trace how these system changes have played out through the historical period at institutional level on how institutions market their courses. The study uses critical discourse analysis tools informed by Fairclough as well as working with Bourdieu's concept of Doxa.

The effects of massification have been more frequently examined from the student experience side and how students coming from a range of backgrounds make their choices. In this research which originates from the institutional perspective, I believe it is important to understand, interrogate and illuminate the lexical shifts and changes within the only documents that all students, in theory, have equal access to, which are the prospectuses. Therefore this PhD study aims to elaborate research on choice making materials and tries to understand how what institutions write constructs the market and also markets the institution in these key documents.

14. MARIUTS, ILONA

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DEVELOPMENT OF ROMANIAN UNIVERSITY EDUCATION IN EUROPEAN INTEGRATION PROCESS

The dissertation project presents a holistic analysis of university education development in Romania in European integration process, historical and socio-

economical background of university education in Romania was defined and new approaches and mechanisms for quality assurance and transparency of governance are allocated during the formation and transformation of higher education in general and the university in particular analyzes.

The purpose of the thesis is to highlight the trends and features of university education development in Romania from 1989 till 2011. For the analysis of the origins of university education establishment Romania chronological limits were extended to 1634 – the establishment of the first universities. Socially-economic, political and historical prerequisites are investigated.

Close attention is paid to the key periods of university education, trends and features in their development. The main criteria that helped to distinguish them are socially-economic and political factors that gradually resulted in improvements for the whole system of education and its performance. Six periods of university education development are studied: I (1634 – 1864) characterized period of development of higher education in Romanian principalities; II (1864 – 1918) period of reforming the education system in Romania in general and in particular higher education; III (1918–1948) is defined as the period of the establishment of the national higher education; IV (1948–1989) period of the socialist model of higher education in Romania, V (1989 – 1999) identified as a period of transition from an authoritarian socialist-ideological to a democratic market-oriented European higher education; VI (1999 – 2011) the period of European integration reforms.

The main trends in university education in Romania were defined and justified: changing the legal framework of higher education, the integration of higher education in science and industry, university autonomy, multiculturalism policy of higher education, the development of human resources of higher education.

Conditions that ensure the effective implementation of the Bologna process towards European integration were analyzed. These conditions include legislative and legal support in education, improvement funding mechanisms and institutional reforms and strategic universities management.

The possibilities and prospects for effective use of positive experience of theory and practice of Romanian university education in reforming of Ukrainian university education were defined.

Program:

Thursday, 18 June

	Campus Walferdange, building 3
17.30 - 18.30h	Registration & Welcome, room: Latomus
18.30 - 20.00h	Reception, room: Montessori

Friday, 19 June

	Abbaye Neumünster		
9.00 - 9.45h:	Plenary 1, room A11 Welcome DANIEL TRÖHLER, Doctoral School of Educational Sciences (DSES) University of Luxembourg ANGELO VAN GORP (on behalf of EERA, Network 17) KARIN PRIEM (Local Organiser)		
9.45 - 10.30h:	Plenary 2, room A11 CATHY BURKE University of Cambridge Expanding the research imagination: Experimenting with risky practice		
10.30 - 11.00h:	Coffee Break		
	Session A, room A11 Mod: CATHY BURKE KARIN PRIEM IAN GROSVENOR	Session B, room A13 Mod: INÉS DUSSEL SIÂN ROBERTS ANGELO VAN GORP	
11.00 - 11.45h:	RAGNHILD BARBU University of Luxembourg Somewhere in between the "Secular System" and the "Sacred Child"	CHRISTELLE GOMIS European University Institute 'Immigrant' parents and the comprehensive school reform in England	
11.45 - 12.30h:	ALESSANDRA E. FERREIRA GONÇALVES PRADO University of Sao Carlos The early childhood education in Brazil	CATHERINE SLOAN University of Oxford Sociability and schooling	

12.30 - 13.30h:		Lunch	
	Session A, room A11 Mod: CATHY BURKE INÉS DUSSEL KARIN PRIEM	Session B, room A13 Mod: IAN GROSVENOR SIÂN ROBERTS ANGELO VAN GORP	
13.30 - 14.15h:	IRMA HADZALIC University of Luxembourg Child and youth welfare as educational responses to societal changes	HEIDI DEGERICKX Ghent University Frames of poverty	
14.15 - 15.00h:	MARTA PADOVAN-ÖZDEMİR University of Copenhagen Educationally manageable immigrant schoolchildren	IRA PLEIN University of Luxembourg Picturing industrial culture: Visual strategies of communication	
15.00 - 15.30h:		Coffee break	
	Session A, room A11 Mod: CATHY BURKE IAN GROSVENOR ANGELO VAN GORP	Session B, room A13 Mod: INÉS DUSSEL KARIN PRIEM SIÂN ROBERTS	
15.30 - 16.15h:	SOFIE ROSENGAARD University of Copenhagen Daycare education in a time of crisis	SIMON VAN DER WAL University of Groningen The history of initial teacher training for history teachers	
16.15 - 17.00h:	LILITA ZNOTINA University of Latvia Child study processes in Latvia	SANDRA WENK Ruhr-Universität Bochum Beyond elementary education	
17.00-17.30h:		Resumé of the day, room A11	
Restaurant INDEPENDENT			
19.30h		Dinner	

Saturday, 20 June

Abbaye Neumünster

9.00 - 9.45h:

Plenary 3, room A11

INÉS DUSSEL

University del CINVESTAV-IPN

Historicizing the material and visual culture of schooling:
Reflections on the use of objects, images, and technologies
as sources in the history of education

Session A, room A11

Mod: CATHY BURKE
KARIN PRIEM

Session B, room A13

Mod: INÉS DUSSEL
ANGELO VAN GORP
SIÂN ROBERTS

Session C, room A14

Mod: KLAUS DITTRICH
IAN GROSVENOR
FREDERIK HERMAN

9.45 - 10.30h:

VIKTORIA BORETSKA

University of Luxembourg

A divided world with
common educational
Technology

MIRIAM SZAMET

Hebrew University, Jerusalem

The Hebrew Arbeitsschule
in mandatory Palestine

ENRIQUE ALASTOR
GARCÍA CHEIKH-LAHLLOU
University of Seville

Education Sciences Institute
of the University of Seville

10.30 - 11.00h:

Coffee Break

Session A, room A11

Mod: CATHY BURKE
ANGELO VAN GORP

Session B, room A13

Mod: IAN GROSVENOR
KARIN PRIEM
SIÂN ROBERTS

Session C, room A14

Mod: KLAUS DITTRICH
INÉS DUSSEL
FREDERIK HERMAN

11.00 - 11.45h:

GIACOMO SPAMPANI

University of Florence

History and material
culture in Italian schools

SANDRA M. HERRERA
Restrepo

Humboldt-University, Berlin

Be a patriot!

ILONA MARIUTS

Dragomanov University

Romanian university
education in the European
integration process

11.45 - 12.30H:

MICHAEL
ANNEGARN-GLÄSS
Georg-Eckert-Institute
TU Braunschweig

Introduction of the
educational film in schools

JULIKA BÖTTCHER

Hamburg University

Arguing from Turkey

ELIZABETH KNIGHT

Monash University

Skills language
vs employability discourse

12.30 - 13.30h:	Lunch		
	Session A, room A11 Mod: CATHY BURKE INÉS DUSSEL KARIN PRIEM	Session B, room A13 Mod: IAN GROSVENOR SIÂN ROBERTS ANGELO VAN GORP	
13.30 - 14.15h:	JANE SHEPARD University of Brighton Discourses in design education	MARIE-ELISE HUNYADI University of Geneva and University Paris 5 Promoting women's higher education	
14.15 - 15.00h:	TINA VAN DER VLIES Erasmus-University Rotterdam The rhetoric of history	CHANDRA LEKHA SINGH Ghent University Annie Besant's educational experiment	
15.00 - 16.15h:	Coffee break		
	Session A, room A11 Mod: IAN GROSVENOR ANGELO VAN GORP KARIN PRIEM	Session B, room A13 Mod: INÉS DUSSEL FREDERIK HERMAN SIÂN ROBERTS	
15.30 - 16.15h:	JOSEFINE WÄHLER Humboldt-University, Berlin Practices of GDR music education	JAN DEVOS Ghent University View of and on Freinet	
16.15 - 17.00h:	Plenary 4, room A11 SIÂN ROBERTS University of Birmingham Spaces and sources: Visualising histories of education in the archive		
17.00-17.30h:	Resumé of the Summer School, room A11		
	Restaurant Um Plateau		
19.30h	Dinner		

TUTORS

Cathy Burke, University of Cambridge (United Kingdom)
Inés Dussel, DIE/CINVESTAV (Mexico)
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Thursday, 18 June 2015, 5.30pm

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Friday, 19 June 2015 – Saturday, 20 June 2015 (9:00am – 5:30pm)

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